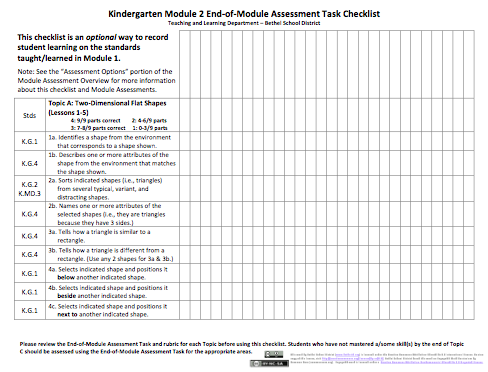
**Eureka Math *A Story of Units***

**Kindergarten – Module 6**

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Materials based on Eureka Math Version 3.



Note: Checklists for use in observational assessment have been sent with this assessment booklet. See page 2 for information on how to use these checklists.

**Module Assessment Overview**

**Purpose of Assessments**

**Mid-Module Assessment:** These tasks address approximately the **first half** of the module’s learning objectives, and provide important information for instruction and for grading.

**End-of-Module Assessment:** These tasks are based on all standards addressed in order to gauge students’ full range of understanding of the **module as a whole**. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

**Administration of Assessments**

* Please use the specific language of the assessment.
* Use a stopwatch to document the elapsed time for each response. If a student is unresponsive, wait about 15 seconds for a response.
* Record the student’s results in 2 ways: (1) the narrative documentation after each topic set, and (2) the overall score per topic using the rubric, A Progression of Learning.
* Three days are allotted for the Mid-Module Assessment and an additional three days are allotted for the End-of-Module assessment in this module’s pacing. Use these days as needed depending on the assessment option chosen.

**Assessment options:**

* Administer the assessment question for each Topic as 1:1 interviews immediately following the lessons in that Topic.
* Use the checklist (provided in packet) to observe students during the lessons in each topic. Make note of students who show proficiency (as defined by Step 3 on the rubric) as you teach the lessons. At the end of the topic or module, only assess students who have not shown proficiency earlier. (Note: Be sure to interview all students at some point, whether during a formal assessment or not, to ensure you have a picture of their learning so they can be challenged or supported as necessary.)

**Grading Guidance**

The grading scale on Elementary Report Cards has been changed for 2015-2016 and beyond. Please note that ***4 now indicates advanced understanding of grade level standards expected at this time of year.***

**4 – Advanced:** Student demonstrates advanced understanding of grade level standards expected at this time of year.

**3 – Proficient:** Student demonstrates proficiency with grade level standards expected at this time of year*.*

**2 – Basic:** Student demonstrates basic understanding of grade level standards expected at this time of year. Student needs additional support and practice.

**1 – Below Basic:** Student demonstrates minimal understanding of grade level standards expected at this time of year. Student needs significant support and practice.

**Rubrics and Checklists have been updated to reflect this change. Rubrics have been further modified from Eureka Math originals for clarity, accuracy, and alignment to Bethel’s grade scale.**

**General Grading Guidance:**

* If the student is unable to perform any part of the set, her score cannot exceed Step 2. However, if the student is unable to use her words to tell what she did, do not count that against her quantitatively.
* If the student asks for or needs a hint or significant support, provide either, but the score is automatically lowered. This ensures that the assessment provides a true picture of what a student can do independently.
* If a student scores below Step 3, repeat that topic set again at two-week intervals, noting the date of the reassessment. Document student progress.
* On the report card, student learning is reported by CCSS domain. The Kindergarten CCSS domains are: Counting and Cardinality, Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data, and Geometry.
* Grades in each domain should be based on multiple sources of evidence, including the Mid- and End-of-Module Assessments. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

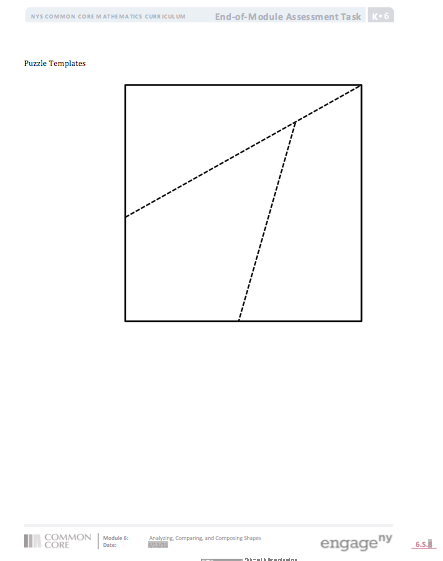
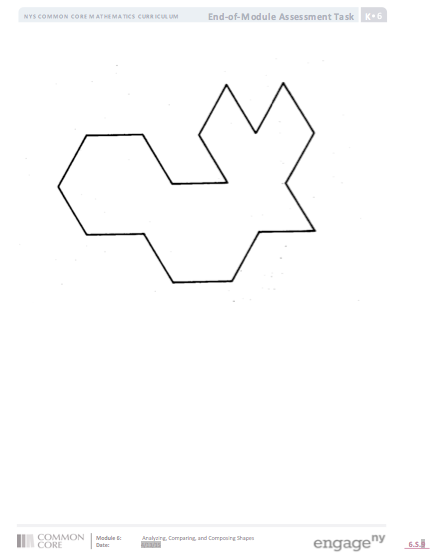
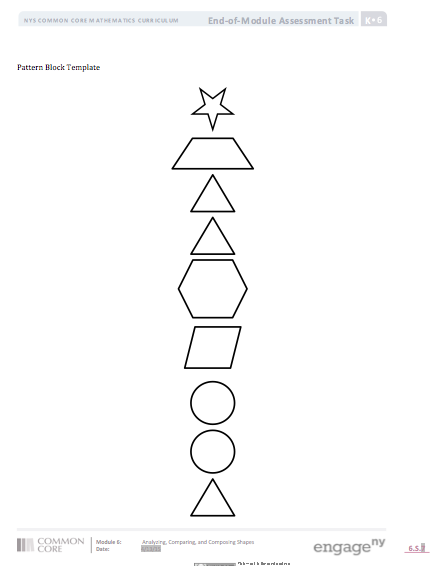
**Module 6 Grading Guidance:**

* Standards K.CC.4d (see below), K.G.5, and K.G.6 are only assessed in Module 6. (See checklist on page 4.)
* Standard K.CC.4d is not a Common Core (Washington) Standard. Teaching and assessing this standard is optional.

**Advance Preparation for Assessments**

End-of-Module Assessment Prep:

* Topic A: 1 set of four 3″ straws, 1 set of four 5″ straws (separated by length for the students), small clay balls for connectors, 5 real world items with familiar shapes (e.g., book, clock, etc., including a square and rectangle), pattern block template
* Topic B: (S) Pattern block shapes, 2 right triangles, paper square cut into 3 pieces (template), puzzle template
* Templates: 6.S.7, 6.S.8, 6.S.9

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**Kindergarten Common Core State Standards Checklist by Module**

This grade-level chart provides an at-a-glance view of when each standard is addressed. **Shaded boxes indicate standards assessed in Module 6**. *Note that standards included in major clusters are followed by an asterisk (\*)*. Please refer to the Curriculum Overview of *A Story of Units* for a curriculum map and detailed grade-level descriptions including a summary of the year, a rationale of the module sequence, and a standards alignment chart.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| CCSS | | KINDERGARTEN MODULES | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 |
| K.CC | 1\* |  |  |  |  | X |  |
| 2\* |  |  |  |  | X |  |
| 3\* | X |  |  |  | X |  |
| 4a\* | X |  |  |  | X |  |
| 4b\* | X |  |  |  | X |  |
| 4c\* | X |  |  |  | X |  |
| 4d\* |  |  |  |  |  | X |
| 5\* | X |  |  |  | X |  |
| 6\* |  |  | X |  |  |  |
| 7\* |  |  | X |  |  |  |
| K.OA | 1\* |  |  |  | X |  |  |
| 2\* |  |  |  | X |  |  |
| 3\* | X |  |  | X |  |  |
| 4\* |  |  |  | X |  |  |
| 5\* |  |  |  | X |  |  |
| K.NBT | 1\* |  |  |  |  | X |  |
| K.MD | 1 |  |  | X |  |  |  |
| 2 |  |  | X |  |  |  |
| 3 | X | X |  |  |  |  |
| K.G | 1 |  | X |  |  |  |  |
| 2 |  | X |  |  |  |  |
| 3 |  | X |  |  |  |  |
| 4 |  | X |  |  |  |  |
| 5 |  |  |  |  |  | X |
| 6 |  |  |  |  |  | X |

**Note: K.CC.4d is not a Common Core (Washington) standard. Teaching and assessing this standard is optional.**

**Kindergarten Module 6: End-of-Module Assessment Task**

Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
  
**Topic A: Building and Drawing Flat and Solid Shapes**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Date 1** | **Date 2** | **Date 3** |
| **Topic A** |  |  |  |
| **Topic B** |  |  |  |

Rubric Score: \_\_\_\_\_\_\_\_\_\_\_ Time Elapsed: \_\_\_\_\_\_\_\_\_\_\_\_

Materials: (S) 1 set of four 3″ straws, 1 set of four 5″ straws (separated by length for the students), small clay balls for connectors, 5 real world items with familiar shapes (e.g., book, clock, etc., including a square and rectangle), pattern block shapes (Template 1)

1. (Place all straws and formed clay connecting balls in front of the student.) Build a square.
2. (Place solid shapes in front of the student.) Choose one object that has the shape you just built.
3. (Place pattern block template in front of the student horizontally.) The star is the beginning.

**a.** Point to the third shape.

**b.** Point to the seventh shape.

1. (Turn the template vertically.) The star is the beginning.

**a.** Point to the first shape.

**b.** Point to the ninth shape.

|  |  |
| --- | --- |
| What did the student do? | What did the student say? |
| 1.  2.  3.  4. |  |

**Kindergarten Module 6: End-of-Module Assessment Task (continued)**

Topic B: Composing and Decomposing Shapes

Rubric Score: \_\_\_\_\_\_\_\_\_\_\_ Time Elapsed: \_\_\_\_\_\_\_\_\_\_\_\_

Materials: (S) Pattern block shapes, 2 right triangles (Template 2), 3-piece square puzzle (Template 3, cut into three pieces), puzzle template (Template 4)

1. (Give the student two right triangles.) Use these triangles to make a rectangle.
2. (Give the student the three-piece paper square puzzle disassembled.) This was a square. Then I cut it into three pieces. Can you put it together so it makes a square again?
3. (Place the pattern blocks and puzzle template in front of the student.) Use your pattern blocks to complete the puzzle.

|  |  |
| --- | --- |
| What did the student do? | What did the student say? |
| 1.  2.  3. |  |

**Kindergarten Module 6: End-of-Module Assessment Task Rubric**

| A Progression of Learning | | | | |
| --- | --- | --- | --- | --- |
| Assessment  Task Item  and  Standards Assessed | STEP 1  Little or no evidence of reasoning with an incorrect answer.  (1 point) | STEP 2  Evidence of some reasoning with an incorrect answer.  (2 points) | STEP 3  Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (3 points) | STEP 4  Evidence of solid reasoning with a correct answer.  (4 points) |
| **Topic A 1 & 2**  K.G.5 | The student:   1. Does not build a closed figure. 2. Struggles to select a real world object that matches the shape they built or does not choose any object. | The student:   1. Builds a rectangle or some other shape. 2. Struggles to select a real world object that matches the square they built or chooses an object with no matching shape. | The student:   1. Builds a square but considers the two different length straws before building with four equal length straws. 2. Selects a real world object that matches the square with some hesitation. | The student correctly:   1. Builds a square using four equal straws. 2. Selects a real world object that matches the square built. |
| **Topic A 3 & 4**  K.CC.4d  Assessing K.CC.4d is OPTIONAL. This is a standard added in NY, not the CCSS. | The student correctly answers **0-1** of the four parts. | The student correctly answers **2** of the four parts. | The student correctly answers **3** of the four parts. | The student correctly answers **4** of the four parts. (See below.) |
| **3a.** **(1)** Identifies the third and **3b.** **(2)** seventh shape from the beginning of the horizontal line.  **4a.** **(3)** Identifies the first and **4b.** **(4)** ninth shape from the beginning of the vertical line. | | | |
| **Topic B**  K.G.6 | The student correctly answers **0** of the three parts.  OR  Answers 1 part, but with more elapsed time and more trial and error. | The student correctly answers **1** of the three parts.  OR  Answers 2 parts, but with more elapsed time and more trial and error. | The student correctly answers **2** of the three parts.  OR  Answers all 3 parts, but with more elapsed time and more trial and error. | The student correctly answers **3** of the three parts. (See below.) |
| 1. Makes a rectangle without much hesitation. 2. Makes the square with very little trial and error. 3. Completes the puzzle using the correct pattern blocks so that nothing extends past the puzzle border. | | | |

**Kindergarten Module 6: End-of-Module Assessment Task Score Sheet**

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right.  The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”.  These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

| Score Key: A Progression of Learning | | | |
| --- | --- | --- | --- |
| Little or no evidence of reasoning with an incorrect answer.  (1 Point) | Evidence of some reasoning with an incorrect answer.  (2 Points) | Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (3 Point) | Evidence of solid reasoning with a correct answer.  (4 Points) |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Module 4: End-of-Module Assessment** | | | | | | | | |
| **Domain** | | | | | | **Standards** | | |
| Topic | Counting and Cardinality\* | | Geometry | | | | K.CC.4d | K.G.5 | K.G.6 |
| A 1-2 |  | | 1 2 3 4 | | | |  | X |  |
| A 3-4\* | 1 2 3 4 | |  | | | | X |  |  |
| B |  | | 1 2 3 4 | | | |  |  | X |
|  | | | |  |  | |  | | |
| Domain  Score | Counting and Cardinality\* | | Geometry | | | |  | | |
| Total Points |  | |  | | | |
| Level | 4 | 4 points | 4 | | | 7-8 points |
| 3 | 3 points | 3 | | | 5-6 points |
| 2 | 2 points | 2 | | | 3-4 points |
| 1 | 1 point | 1 | | | 2 points |

Note: For more information about standards assessed in this module, see back of this score sheet.

\*Assessing standard K.CC.4d, in the Counting and Cardinality domain, is OPTIONAL.

Notes:

**Kindergarten Module 6: End-of-Module Assessment Task Score Sheet (continued)**

|  |
| --- |
| End-of-Module Assessment Task (Topics A–B)  Standards Addressed |
| Count to tell the number of objects.  **K.CC.4d\*** Understand the relationship between numbers and quantities; connect counting to cardinality.  d. Develop understanding of ordinal numbers (first through tenth) to describe the relative position and magnitude of whole numbers.  Analyze, compare, create, and compose shapes.  **K.G.5** Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.  **K.G.6** Compose simple shapes to form larger shapes. *For example, “Can you join these two triangles with full sides touching to make a rectangle?”* |

\*K.CC.4d is an optional standard. This standard may be assessed or not based on teacher professional judgment.